

WOMEN TOLD FUTURE OF MAUI RESTS WITH THEM

Very Interesting Discussion Follows Address By Superintendent MacCaughy Last Week--Good Ideas Brought Out--People Must Really Realize Needs Before Schools Can be Improved Much.

(Continued From Last Week)

(At the conclusion of the address by Superintendent Vaughan MacCaughy before the members of the Maui Woman's Club and under the auspices of the American Citizenship committee of the Maui Aid Association, on Monday afternoon of last week, an interesting discussion took place as follows:)

MR. JUDD: The Women's Club this last week appointed committees to go ahead and do things; and most of the women on those committees are here this afternoon. It is a wonderful chance to ask Mr. MacCaughy how to do these things, and to get suggestions from any source you can, because it would be a pitiful thing to have the influence of that organization lag. I do not think that is going to happen. Mr. MacCaughy looked over the papers and said he would be glad to help the organizations that these women are working upon and make them effective.—You have the floor.

MR. MACCAUGHY: While someone is thinking of a question, I am going to make one constructive suggestion regarding Maui teachers as community workers. Now a teacher does not finish her work when the gong rings at 2 o'clock. A good teacher has community affiliation; a good teacher does not desire merely to be entertained by the community, does not simply desire to go to dinner parties and functions, afternoon teas and that sort of thing. That is very desirable, don't misunderstand me, and I believe in the full, free expression of social life and jolly good times; but we are not butterflies; we are workers; the old butterfly idea is fading very rapidly from human life. We are workers, and want to do our part in the community. If I live in Kohala, I want a community job in Kohala for whatever I may be fitted. If I am up at Makawao I want something there. If in Kula, I think; what do the people in Kula need; and there are many things I can do to build my life into that community. The communities too can be of great assistance in finding things for the teachers. Attaching the right person to the right kind of work that is the right kind of skillful community leadership.

MRS. A. C. BOWDISH: I have had an opportunity of teaching in one of the big schools during the last few days. I wish everyone had the experience I had trying to teach thirty little children who don't know much about English. First one and the other ask: "Please excuse me, my baby almost die!" And that is about the extent of their English. I wish everyone could just go around for a day or so, and see what the problems of teaching really are.

At this point Mrs. F. E. Sawyer told of her appointment on the educational committee of the woman's club and asked for further constructive suggestions as to how to go about her work to which Mr. MacCaughy answered as follows:

MR. MACCAUGHY: There are two essentials you have in every type against the rural background. If the industry supports the school the school should support the industry. If the industry pays the taxes of the land, the school should see to it that the boys and girls are studying agricultural life, and not lazily drifting into the tenements in Honolulu. I think a good many of you when the new course of study is printed will not recognize it. I speak to you women about attaining economic independence, that is, that she should pay her way; and no boy is worth much to himself or to anybody else until he sees that he can aid and pay his way. It makes no difference whether it is in assisting at one of the pumps here, or if he is a doctor or in one of the learned professions, he must pay his way. That is the basis of human life—economic ability. And the second, which is even more important in some respects, is training in home making; training the girls in all the activities that have to do with the normal, wholesome, Christian, American home; and that is very different from a good deal of the academic work given in the schools. A girl should know how to make her clothes, not to read stories about it, but to do it with needle and thread and the sewing machine.

Another thing is the simple problems of buying food. Very few women know how to buy food economically. That is due to lack of training, though there are many women who know how to do it intuitively, and know how to cook a good substantial meal. This idea of knowing how to make a filler of layer cake is all right, but the most important thing is to know how to cook plain and substantial food, to be ready for the man when he comes from work. They must learn too how to take care of children. The average young woman today goes into married life with only the remotest ideas of the responsibilities of the basic biological facts that confront her. We need some very plain teaching in the schools, for some of life's problems for men and women are too confused. Who is going to establish the ideal home? If they don't get the knowledge to do that in the schools, where are they going to get it? And that needs a new type of teacher, with very different training from the type we have now. I suspect that in the schools of 1950—I am safe in going into the distance!—most of the teaching will not be done in rooms but outside of the rooms. We aim to gain all our knowledge in the class room. Life does not exist in the class rooms, but in the mill, at the pump, in the irrigation ditches and on the waterfront; and in the future that is where we will do a great deal of our teaching. It will be where reality is. A great deal of our teaching is and has been make-believe. In a school on the slopes of Haleakala the blackboard was covered with bushels and pecks. I won't point out the school, not wishing to hurt. I pointed out to the teacher that we didn't have bushels and pecks in Hawaii, that they belonged to the middle west, among the farmers there. We should have an arithmetic dealing with pineapples and sugar and with our problems here.

MRS. F. BALDWIN: You spoke of reforms in the way of teaching which may probably come in 1950. That is so far distant, and so many reforms have to come. How are they to be accomplished; what are the women in Maui to do; they have but little voice in affairs now. What are we to do to be of service now. There is no money, as you say, to bring teachers here to do the work which is necessary to be done.

MR. MACCAUGHY: The most important thing at present is direct and intelligent action; and you may depend the funds will be forthcoming for whatever is needed. Let me say in passing that this Territory has accomplished whatever it has recognized as necessary whenever a thing has been presented to the Territory it has not failed in doing it. You cannot point to a failure in the Territory of Hawaii when an appeal has been presented. (Applause) I say that as a scientific fact. In all the drives during the war Hawaii always went over the top. When the people really understand the rock-bottom facts regarding the things required to be done and necessary for the community, the money will be forthcoming. How are we to bring about these changes you ask? One of the elements of American life is that we are in too much of a hurry. We are filled with a vision of what might be, and are irritated because we cannot reach the goal as rapidly as we desire. We cannot bring about these great changes in one month or one year or two years. In the second place, you say "what shall we do right now." I suggest that some committee, a small number representing the larger group, meet with the representatives of the school group. For example: the Maui Principals Club. I suggest that a number of Maui school teachers get together with the Maui Principals Club, and Mr. Wells and others and talk over matters. But what is chiefly needed is in the way of local improvements. I confine my attention purposely to the larger phases of the movement. For example, we are going to give Miss Lee—I think she is here this afternoon—a cottage at Kihel, which is very necessary there;

and she has been working there for years, occupying a building which was not designed at all for a teacher's cottage. Schools may be necessary to be rebuilt: Kihel School for example. I would advise you to visit Kihel School, spend an hour there sometime and look around, and you will understand; and there are very many local places that you might visit and see what is necessary to be done; but I prefer not to enumerate these, because your local committee can do that effectively.

MRS. E. E. BOYUM: Mr. MacCaughy, I have been looking for the members of the Legislative Committee. I am a member of that committee. Some months from now the Legislature will be meeting again, and it seems to me it is not too early for organization and making plans. Can you give me any idea on what lines we can accomplish something.

MR. MACCAUGHY: There are two lines of attack. First, those things that you wish from the Legislature for Maui. There are certain things that you should get; for example: additional money for the local High School. I speak of that because I just learned there is not sufficient money for that purpose, as the bids were above the original appropriation. Secondly, your moral support and backing of the larger educational things affecting the Territory as a whole. So the first step it seems to me would be to get your committee together and find out what you wish to ask from the Legislature. If you wish information concerning these larger educational matters, we will be pleased to supply that from our central office, because we have a definite list of matters we wish to present, for example: an increase in salaries for the teachers; and we have a twenty-five or thirty percent increase.

MRS. SARAH K. BUCK: I think one of the most important things that the Women's Club should get after is to raise funds to feed these under-nourished children; they need it in the schools. I think about ninety percent of all the school children on Maui are under-nourished, and need to get food to help them in their work.

MR. MACCAUGHY: I am glad that question of malnutrition came up. It seems to me to attack a fundamental issue. We must go to the homes from which the children come. The important thing is not giving hot chocolate and crackers to the children who come to school. Though that is necessary at times and is a good thing for the children. But it does not solve the problem. I know a community on another island where certain children going to a certain school were given hot chocolate and crackers through the benevolence of one of the wealthy ladies interested; and it was a splendid piece of benevolence; but the thrifty mothers of those children when they learned they were giving crackers and chocolate at school sent these children to school without lunch. At the present rate of wages in this Territory any able-bodied man can feed his children; and this talk about poverty is moonshine. Any able-bodied man can get plenty of work at good wages to feed his family, and much of this malnutrition is not malnutrition at all, it is just plain brute, abysmal ignorance of the fundamental facts of dietetics. It is amazing that a mother does not know how to feed her children. We don't find that among any of the animals; yet there are thousands of mothers in this Territory who don't know how to feed their children; and the campaign should be the education of these mothers rather than the feeding of the child. Feeding the children is excellent as a temporary device in a time of need, but the permanent solution must come with the training of the mothers, as long as the mother doesn't know enough to feed her own child. What is wrong with the mother? Why is it that she cannot get milk to feed her children? Of course, in some communities everybody lives out of a tin can. But there is land. I don't blame the plantations. They will give land to those who require it. The manager of one plantation said to me "If I can get these people to work they can have all the land they want." The basic problem is to properly educate the children. And as to this malnutrition problem, we should feed these hungry children, because it is a waste of time and power and money paying a teacher \$125.00 a month to stand before 125 children and try to teach them. You are not getting educational results; it is just a vacation.

PAPERS RECORDED

Deeds

PATRICK COCKETT & WF. et als to A. F. Tavares, various pes land, livestock etc, Kamaole etc, Kula, Maui, Dec. 6, 1919. \$34,000.

PIONEER MILL CO., LTD., to Lahaina Agri. Co., Ltd., 11-100 A of R P 3459 Kul 357 Hihahi, Lahaina, Maui, Dec. 24, 1919. \$1.

CITY MILL CO., LTD., to John J. Walsh et al, let. in 5 44-100 A land Kapapohaku, Wailuku, Maui, Jan. 8, 1920. \$10,000.

CHRISTIANA DO REGO & HSB to Tasaburo Emoto, 2 6-100 A of R. P. 7641 Kul 3462, bldgs. etc, Waiehu, Maui, Jan. 12, 1920. \$1000.

Release Of Mortgage

HENRY WATERHOUSE TRUST CO., LTD., to Sarah E. Brown, 17845 sq. ft. land, rents, etc, Kalia Rd. Honolulu, Oahu, various pes land, livestock, rents, etc, Moakaa etc, Molokai, Dec. 29, 1919.

Lease

JUNE W. KAUALUA to Moses Akawa, Kul 2392 Ap. 1 Kaluaha, Molokai, Dec. 30, 1919. 10 yrs. at \$50 for whole term.

Deeds

W. A. BALDWIN & WF. to Paul F. Lada, Lot 48 Gr. 7002 Kulaha-Kaupakalua Homstd., Tract, Hamakualoa, Maui, Jan. 7, 1920. \$3500.

W. A. MCKAY to Mrs. Ella Austin, Lot 13 Blk. 93, Ocean View Tract, Honolulu, Oahu, Dec. 31, 1919. \$1.

A. R. SOUZA JR. to W. A. Baldwin, 1 share in Hui Land, Ulumalu, Hamakualoa, Maui, July 1, 1913. \$300.

W. A. BALDWIN & WF. to Haiku Fruit & Packing Co., Ltd., int. in hui land, Ulumalu, Hamakualoa, Maui, Sept. 30, 1919. \$600.

J. K. KAHOOKELE & WF. to J. P. COCKETT, Lot 2 Mountain View Tract, Wailuku, Maui, Oct. 15, 1919. \$1800.

Mortgages

PAUL F. LADA & WF. to Bank of Maui, Ltd., 48 Gr. 7002 & Lot 41 Gr. 6555 Kulaha-Kaupakalua Homstd., Tract, Hamakualoa, Maui, Jan. 12, 1920. \$6500.

MINA PRIME BALDWIN & HSB. to Bank of Bishop & Co., Ltd. pes. land, bldgs., rents, etc., & 161 sha. Haiku Fruit & Packing Co. & 50 sha. Wailuku Sugar Co., Jan. 2, 1920. \$25,000.

ALEXANDER B. BUCHANAN to William K. Buchanan, int. in Est. of Mrs. Namahana Buchanan, Lahaina, Molokai & Hawaii, Jan. 8, 1920 \$500.

In The Churches

MAKAWAO UNION CHURCH

A. Craig Bowdish, Minister
10:00 a. m. Sunday School.
11:00 a. m. Service.
6:45 p. m. Christian Endeavor.
6:45 p. m. Discussion Club.
7:30 p. m. Vesper Service.

Exchange Deeds

PHILIP ESPINDA & WF. to Lahaina Agri. Co., Ltd., 2-8 int. in R. P. 1875 Kul, 97950 rents etc., Polapola, Lahaina, Maui, Dec. 21, 1919. \$1 etc.
LAHAINA AGRICULT. CO. LTD., to Philip Espinda, 11-100 A of R. P. 3459 Kul 357 rents, etc. Hihahi, Lahaina, Maui, Dec. 24, 1919. \$1 etc.

Two Maui Postmasters Get Re-Appointments

WASHINGTON, Jan. 17.—Postmasters A. V. Lloyd of Lahaina, and Alice J. Brown of Paia, Maui, Territory of Hawaii, were reappointed yesterday.

Those Prices.—A prominent man says that we are paying only a fair price for the things we buy. He must mean a church-fair price.—Boston Transcript.

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